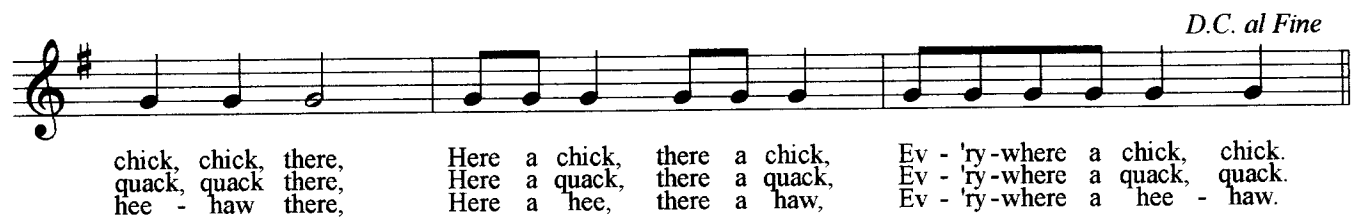
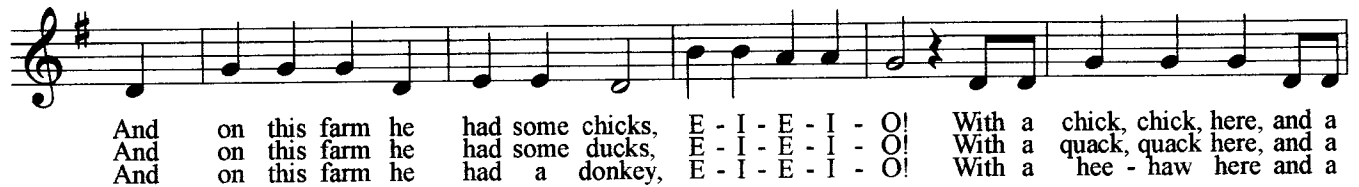


Old MacDonald Had A Farm



Continue the song using names and sounds of various farm animals, or objects found on a farm such as tractors (chug-chug), or trucks (rattle-rattle), etc.

OLD MACDONALD HAD A FARM

SINGING

Sing the song, walk the beat, and turn each phrase of the verse. For the chorus, continue to walk the beat but act out each animal. Do the acting by style of walking (waddle-duck) or arm motions (wiggle ears-donkey). Students can sing the song many times playing this movement game.

Put all of the song into your inner hearing except for E-I-E-I-O. Sing the E-I-E-I-O part outloud. How many times was this part sung? Where did this part of the song occur? Show with your hand how the melody goes on this part from high to low. Use the Curwen sol-fa handsigns mi, re, do as you sing this part of the song.

Sit in a circle close enough to touch the hands of those on either side with outstretched arms. Clap own hands on the first beat and then clap the hands of the two people on either side. Keep the beat while singing the song.

PLAYING

Assign a rhythm instrument for each animal and distribute to individual students. Sing the song and when a specific animal is sung, the student must play his instrument on the beat (for example, oink, oink –sticks)

CREATING

Students can create an arrangement of the song using body movements while singing the song. An example might be the following:

Sing the song sitting on the floor or on a chair.

First beat – slap knees

Second beat –clap

Third beat – slap knees

Fourth beat – clap

Do this throughout the whole song

Instruments could be used in the same manner to create interesting patterns such as using percussion for the first part of the song, tone-bells for the E-I-E-I-O part, special chosen sound for animal voice (clacker for duck)

LISTENING

Students listen to their arrangements and decide what they like, what needs to be changed, how their arrangements differ.

. This is a cumulative song. Let the students add an animal for each verse and decide what kind of sound the animal makes

CURRICULUM INTEGRATION

Language Arts – Let the students add other objects, and their appropriate sounds, that might be found on Old MacDonald's Farm. "And on his farm he had a truck"

Continue with as many verses as the students want to sing. List all of the objects that the students sing about.

Reading – Share the picture book, OLD MACDONALD HAD A FARM, illustrated by Carol Jones – ISBN 0-395-90125-1

Look for the clues, peep through the peep-hole and guess which animal comes next.

Math – Keep track of the number of objects sung about –how many animals, how many other farm objects

Make a graph that shows similar characteristics of objects found on the farm.